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# **Examiners' Report**

## Principal Examiner Feedback

Summer 2017

Pearson Edexcel GCE  
In Japanese (6JA01) Paper 01

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Overall there was strong evidence that students had worked hard, and been prepared very well for this examination by their teachers, which was pleasing.

Q1 required students to choose 5 correct statements out of 8. Most students were able to score 4 or 5 marks out of the available 5 marks for this question.

Q2 required students to write the pronunciation of certain kanji. Most students found (a) snow, ゆき easy. The hardest question was (c) where う, うんでor うん were often given as incorrect answers. Students need to be careful that they write their letters accurately, for example not missing off the double dash on かんが and so on.

Q3 required students to complete a passage by filling in gaps. This section was generally well attempted, although a number of students were unable to copy いろいろな correctly. In (d), 新幹線 was sometimes chosen instead of 飛行機.

Q4 seemed to be the hardest, with quite a few students only scoring one mark for the final answer. (b), (c) and (d) all proved extremely difficult for students. Students should be encouraged to practice asking the meanings of words and defining words in Japanese when learning vocabulary, rather than always learning vocabulary from a Japanese-English list.

Most students attempted to answer all the short reading comprehension questions posed in Q5, which was pleasing. Students are reminded that they need to manipulate the grammar of sentences rather than simply copy out long phrases; for example ノーベル賞をもらった科学者に会うことができました for (e) (i) identified the correct section of the text, but was not the required answer. Similarly in (g), the text mentioned the attractions of Japanese cities and universities, but the question asked about Japanese people, so the required answer was 親切だ. Please remind students that there are 5 marks available for Quality of Language in this section, so they should make every effort to write in grammatically correct sentences.

Most students also worked their way systematically through the translation. A surprising number of students were unable to read 田中 or 銀. 兄弟 was also often translated simply as "brothers," even though both the photograph and the passage made it clear that there was a sister in the trio. Use of the article "the" in the phrase "The Tanaka siblings" was often difficult for students. The phrase オリンピックに出る was also extremely problematic, with many students offering "leaving the Olympics" or "leaving for the Olympics." Some students did not seem to know that 県 is prefecture, and translated this as city. Students also often got in a muddle as to whether the father had started the gymnastics club or taught at it. Students need to translate the superlative into correct English, and not fall into the trap of following the Japanese and saying "The number 1 brother." Many students also found the phrase 弟や妹に正しい例を見せていました quite difficult, and it was often over-interpreted to mean that he showed his younger siblings the correct forms for certain techniques in gymnastics.

Most students were able to produce a pleasing response to the continuous writing question. They were clearly conscious that they both needed to cover the bullet points, and write using a range of grammatical structures. Most were able to offer an opinion and justify it in relation to the bullet point asking about their opinions on alcohol. Many students talked about the effect on health, being underage, the dangers of drink driving, how alcohol could enliven conversation and so on. In contrast, the previous bullet point about the benefits of sharing food with friends often provoked blander responses.

